



MAGENTA & BLACK

THE HUTCHINS SCHOOL MAGAZINE
Nº 101 – July 2015



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21st century... what?

MR WARWICK DEAN HEADMASTER



I recently attended a presentation at the University of Tasmania that was designed deliberately to draw together persons with an interest in education outcomes for all Tasmanians, especially our children.

The evening left many of us full of hope that informed, purposeful and planned action would overcome ill-informed and self-interested rhetoric about education outcomes in Tasmania.

Moreover the evening quite correctly focused on the messages about education now and into the future that we as educators and a community are sending to our children and our parents.

However, it is assumed in these discussions most people know what is meant by 21st century education. That question needs attention and has been the focus of our planning for the future at The Hutchins School.

In his blog, *Dangerously Irrelevant*, Scott McLeod uses a line from Mission Impossible; "Your assignment, should

you choose to accept it" is to take education truly into the 21st century. It is not enough to say that we are already living there. Technically it is the 21st century, but are our schools there, and is not our challenge now to reinvent schools for the 21st century? One of the reasons that it is so difficult to think of future schools is that most of us first look back to what schools were like in our own time and use that as a reference point for our thinking. That will no longer do.

Today's Kindergarten students may be retiring in the year 2080 or later. What will the world look in five years, much less 65 years or more? We are charged now with preparing our students for life in that world. Our students are facing emerging issues such as global warming, mass use and acquisition of data, famine, population migrations, poverty, health issues, a global population explosion and other geo-political, environmental and social issues. To creatively and co-operatively face and resolve such challenges students must be equipped to be able to communicate, function and create change personally, socially, economically and politically on local, national and global levels.

So what skills are needed to confront these challenges and to facilitate opportunities in the 21st century? What are the trends that will transform education and what, where, when and how we do it?

Here are some factors influencing our thinking and our planning for schools:

The impact of digital learning

As educators, we need to embrace the power of technology to make learning relevant for all students and adults. Using technology thoughtfully for instructional purposes will allow us to stretch learners' thinking in ways that will lead to success in today's increasingly global economy and rapidly evolving digital environment.

Heightened demand for career readiness

Preparing a young person for career success today requires a different set of academic skills and knowledge than what is traditionally taught in schools. Candidates for employment must have hard and soft skills and the competencies of a lifelong learner in a technological, information-based environment.

Increased emphasis on application-based learning

Relevance drives both student learning and the rigor of that learning. When students are deeply engaged in content that relates to their lives and interests, rigor becomes possible and learning through application is transforming how students acquire knowledge and skills. High-rigor, high-relevance lessons represent a shift from a content-delivery model of schooling to a model that focuses on using knowledge and skills in meaningful and authentic ways.

Use of data analysis to implement growth models

As we develop more sophisticated assessments and use technology in more robust ways (including online assessment) we will see an explosion in the use of data for both formative and summative purposes. Great schools use data analysis to shift to a continuous improvement model for every student and evaluate students based on individual improvement, rather than by comparison across a group.

Developing personal skills

We know that there is more to life than the core subjects of Mathematics, Science, English, Arts, and Humanities. Personal and interpersonal skills – such as wellbeing, responsibility, self-management, integrity, honesty, collaboration, and leadership – are critical for success in any life stage. Great schools build these skills into their curricula and create education cultures and relationships that value more than just academics. The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with 21st century teaching and learning expectations:

- Leadership, teamwork, collaboration, co-operation, virtual workspaces
- Information and communication technology (ICT) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Spiritual, civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning
- Environmental and conservation literacy, understanding ecosystems
- Health and wellbeing literacy, including nutrition, diet, exercise, and public health and safety

The new millennium has opened up opportunities for any person in any place at any age to make a difference in the world. It may be assumed that one is never too young, or too old, to make one's voice heard and create change that makes the world a better place. There are unlimited opportunities for exciting new discoveries and the possibilities are unlimited. At The Hutchins School our focus is on maximising these possibilities for our students and our staff. 🐘



Our highest purpose is Building Good Men. We are a supportive, learning community that works together to build character of boys. We aspire to instil in each of our students the finest virtues of a Good Man: kindness, integrity, compassion, humility and courage. We believe that these aspects of character – the building blocks of a Good Man – are fundamental to every part of life at The Hutchins School.

Building Good Men

MR ALAN JONES DEPUTY HEADMASTER

KINDNESS

A Good Man treats others how he would wish to be treated himself, and his attitude to all people is based on goodwill.

INTEGRITY

A Good Man adheres to moral and ethical principles, is honest and is held in high esteem.

COMPASSION

A Good Man is kind and acts with gentleness, expressing a humane quality of empathy and understanding.

HUMILITY

A Good Man is confident in himself but humble; modest of opinion and estimate of his own importance.

COURAGE

A Good Man has the strength of character and determination to act with personal control according to his beliefs and moral principles.

In classrooms, on sports fields, on stages, in orchestras, on bush tracks and boat decks, whether holding brushes or chisels or musical instruments, ropes or picture books, shovels or digital devices, beakers or footballs – wherever our boys are and whatever they are doing – at the heart of it – they are learning to be Good Men.

They are provided with resources, programs and pastoral care systems tailored to the specific needs of boys; implemented, taught and supported by a staff passionate about boys' education in a safe learning environment, and within a culture that promotes a core set of values and a global consciousness. The result is a journey which sees our boys grow into well-educated young men of character, prepared for the future. Good Men.

Our boys are learning what matters to a Good Man. They are learning to be men who are active, confident and ethical with a secure sense of their own identity (I matter). They are learning to participate, develop relationships and to celebrate the achievements of others (You matter). They are also given an understanding of the wider community to develop their sense of place within the world (We all matter). What you do matters.

Hutchins provides an inspirational education where each boy strives to achieve his personal best and is willing to serve his community as an informed and active citizen; locally, nationally and globally. 🇬🇧

A photograph of a classroom. In the foreground, a young girl with curly hair is seen from the back, looking towards a teacher and two boys. The teacher, a man in a blue shirt and tie, is sitting at a desk, smiling. Two boys in white shirts and ties are sitting at a desk next to him, also smiling. The classroom has a map on the wall and a window in the background.

Developing 21st century skills

MRS JENNY MANTHEY HEAD OF EARLY LEARNING CENTRE & JUNIOR SCHOOL

As the world demands greater interconnectedness we need to prepare students to communicate across cultures, borders and perspectives. In order to cope with the responsibility of building a better global society, what key 21st century skills are our boys developing? There are many skills but most of them fall under the 4Cs: communication, collaboration, critical thinking and creativity.

Information technology and media fluency are enablers of collaboration and communication. Our students collaborate across the planet and beyond the time constraints of the teaching day, with experts and other students – using all forms of digital media. In Years 2–6, Mathletics has the boys interacting ‘live’ with students from all around the world. Through videoconferencing, the ELC boys discuss their favourite books with children in the United States. In Year 5, the boys use our IT capabilities to communicate in real time with scientists in Antarctica.

Critical thinking and creativity – curiosity, perseverance and the ability to tackle tough challenges – are keys to success in the 21st century. We need learners to be keen and sceptical; they need to ‘wonder out loud’ as they encounter new information. They are not given answers to remember but problems to solve. When the Kindergarten boys visit Lambert Park, their nature ‘play’ is problem-solving, co-operating, resolving conflict and developing resilience. The Year 3’s study of the Tasman Bridge disaster, a disaster that divided but also united a city, has them explore the opportunities for growth and change that the problem opened up and the creative ways in which problems can be solved.





Above: Kindergarten students at Lambert Park
Right: Josh Wise, Hamish Cheeseman
and Tom O'Toole at the Year 3 Celebration Expo



Service Learning provides experiences that nurture critical thinking and the ability to see the world as an interconnected community. Projects, such as a recent Cupcake Day to support the purchase of a wheelchair for a stroke victim, provide opportunities for our boys to identify and contribute to causes which draw from them the desire and commitment to make a difference.

Identifying issues and problem-solving creatively consolidates learning and imbeds experiences that remain with students long after the lesson is over. Learning is not about sitting and listening but trying and seeing, transferring and modifying, engaging hearts, hands and minds.

The time that we invest in children is invaluable. Preparing for the future is not just about the 4Cs, it is also about giving our boys a sense of purpose, of fitting in, of feeling good about themselves. It is about giving them opportunities to succeed in supportive environments where they are encouraged to appreciate that learning is enriched through making mistakes. All mistakes contain the seeds of learning; it is how we learn to bounce back and become resilient. We want our boys to become men of character, who will be compassionate, courageous men who not only thrive in the future but contribute to make our world a better place for all. 🌟



Year 3 Celebration Expo
Above: Sebastian Mundy
Top: Toby Blight
Middle: Jack Akl, Ellis Nunn and Matthew Zeeman

Like many others I suspect, I look at our world of 2015 and I despair. Then, as I have done many times before, I look at our Hutchins boys and I know that we really don't need to despair, because there is no doubt we will be able to rely on them to build a better future.

They come to us already prepared in so many ways. They have been nurtured and led and loved so that already they are honest, caring and enthusiastic young people, already well on their way to becoming Good Men.

Our job in the Middle School is to help the boys maintain and develop those traits as they, themselves, develop and mature. Certainly their two years with us in our Middle School are a period of significant growth.

Year 7 is a wonderful stage in the context of our school because it is at this year level that the boys who have come through our Junior School are joined by fifty or so boys from other primary schools. This combined group then forms the nucleus of the year group as it passes through to the end of Year 12.

Year 7 is also an exciting year, because the boys are characterised by such an enthusiasm and readiness to contribute, to participate, to explore and generally, to learn. What we seek to do, then is to help them, through a carefully designed pastoral care system, to become comfortable physically and socially in their new environment in order for them to better do this learning. At the same time, we try to give them a wide range of opportunities to help them discover and foster the interests and pursuits that serve them best.

So, in Year 7, we try to give our boys a strong personal foundation for taking on the challenges of Year 8. In so many ways these Year 8 challenges are designed to give the boys the skills they will need in their individual futures, immediately in the Senior School and later in their post-school lives.

We foster interpersonal skills through our mentor group system, sporting and activities such as debating and drama, and group-work exercises in the classroom. We foster personal health and wellbeing through the Wellbeing strand in our academic program including the Resilience and Coping units. Practical skills the future will require such as ICT competency are fostered through specific curriculum units and through the approach to all our subjects. Our academic electives system, Year 8 Project, Freycinet camp, Extension Week and leadership program are all designed to foster specific skills to assist our boys to cope and contribute in the future.

It is in these ways that we in the Middle School contribute to the whole school process of cultivating within each boy the capacity to be "an informed and active citizen locally, nationally and globally". 🍀

A strong foundation

IAN MCQUEEN HEAD OF MIDDLE SCHOOL



Year 7 students at Camp
(L-R) Will Osborn, Hugo Hemmings,
George Courtney and Alden Rankin

A myriad of possibilities

MR ROGER MCNAMARA HEAD OF SENIOR SCHOOL
with MRS LINDA BONNITCHA CAREERS COUNCELLOR

Preparing our students for the future has to be done through a variety of applied learning and academic experiences giving them the opportunity to reach the highest point of development.



Designing learning experiences in the classroom where they will be able to draw on and apply their knowledge and skills in new contexts and real settings, enabling opportunities to make lifelong decisions and learning habits and allowing them to realise their potential is all vitally important for our young men.

Whilst we provide our students with academic and vocational opportunities to assist them with knowledge and skills for their future, we also give the students the opportunity to explore and to reach their highest potential by giving them access to a variety of experiences.

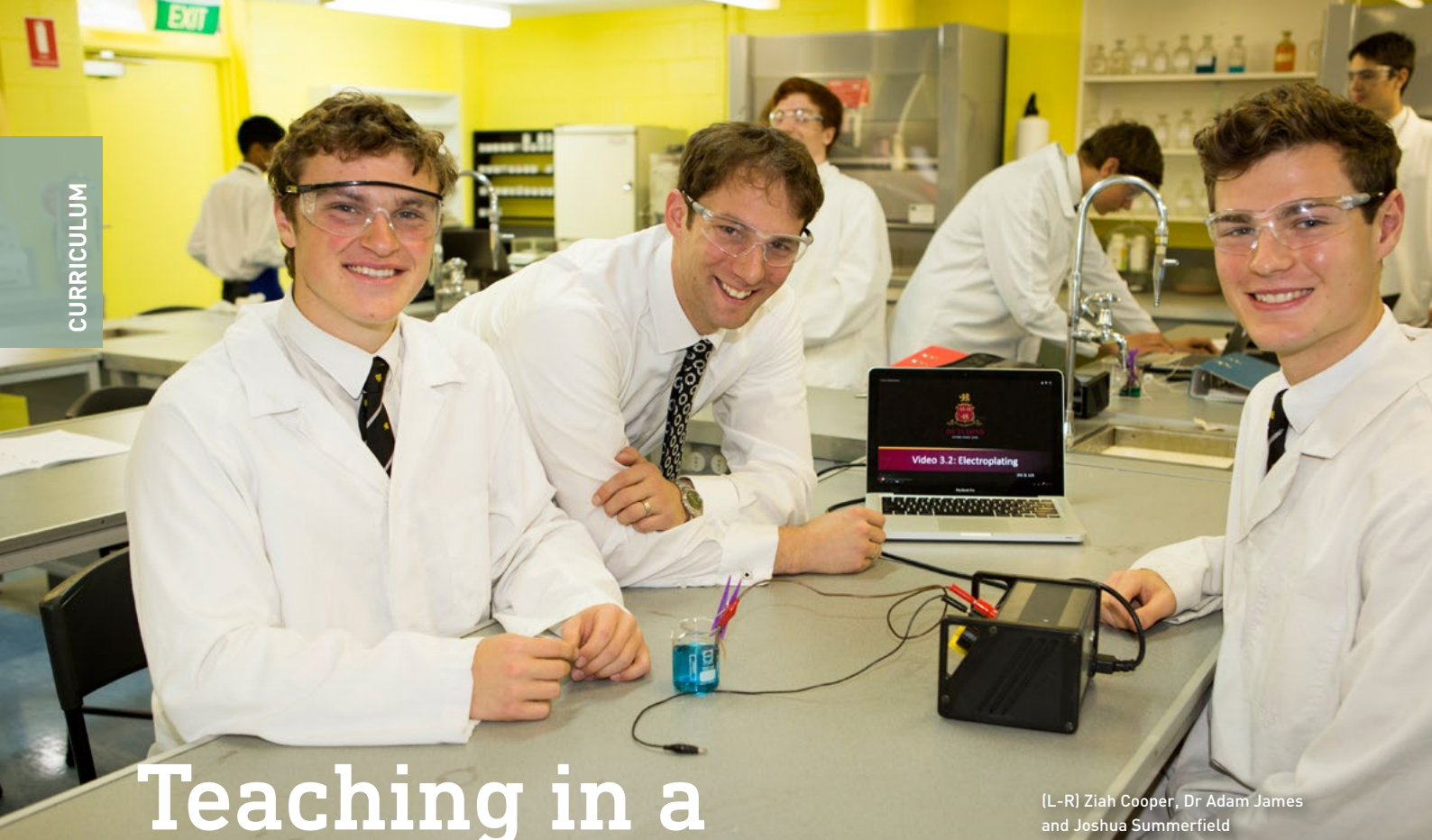
At The Hutchins School, one of these experience includes the Morrisby Profile, an extensive psychometric testing program that measures the boys' career interests, work attributes, talents and motivations. The results of this testing is used to generate a unique profile for each Year 10 student including suggestions for career and educational pathways. By completing this testing the boys can increase their self-awareness, recognise their individual and personal strengths and weaknesses and uncover their hidden talents whilst also giving them suggestions for realistic and achievable goals which can increase motivation and application to be the best they can be.



Other ongoing experiences we present to our boys include engagement with university programs interstate and overseas. Lincoln University offers students the chance to experience their unique applied learning programs through a 'Land the Trip' competition, where boys can be a student at this university for a week and be a part of their community engaging in the programs and mixing with both international and local students.

The Blue Mountains International Hospitality Management School is another university opportunity we offer the boys to experience. This offering provides them with exposure to life at the Blue Mountains (Leura) and Sydney city campuses, engaging in the real life scenario programs and advancing their learning experiences culminating in those important connections to the real world of work and opening up exciting future opportunities.

There are a myriad of possibilities that exist for each student at Hutchins and we are constantly exploring how we can best provide information on the pathways that could be travelled. The future for our students is exciting and our challenge is to both provide them with that which will enable them to travel their chosen path and also to expose them to the possibilities that exist. 🦋



(L-R) Ziah Cooper, Dr Adam James and Joshua Summerfield

Teaching in a flipped classroom

DR ADAM JAMES TEACHER

Flipping a classroom describes a teaching strategy where students are first exposed to educational content outside of class, whether by text or video, leaving significant amounts of class time to assimilate content through practice, discussion, debate and excursions – often opportunities that are desirable but do not fit within the timetable of ‘traditional’ teaching techniques.

Students are able to access new content in their own time when they are most prepared to engage with it, no longer having to meet the demands of a fixed timetable – and impediments to learning such as lost days due to illness or conflicting commitments are no longer an issue. Around-the-clock access to video lectures allows for complete revision of the material at any stage of the year, without having to rely on notes taken on the day or borrowed from a friend.

A flipped classroom model was implemented on a trial basis at The Hutchins School in 2014 in the Year 12 Chemistry class. As a subject with significant amounts of content knowledge required of students, the course was expected to be well suited to this teaching model, and indeed it was shown to be a good fit via both student feedback and final TCE results. Boys responded very positively to the video lectures, enjoying the concise, edited format that made repeat viewing less laborious, and used their class time to individually or group-wise pursue their choice of problem-based questions, experiments, report writing, and extra study.

Being free from having to give a traditional lecture each class allowed me, as their teacher, to spend my time supporting boys in their individual learning journey with a deeper understanding of each boy’s progress in the course. 🐾

National Young Historian of the Year

MRS MICHELLE MIZZEN EDITOR

Congratulations to Year 6 student Angus Christie who was awarded 2014 Australian Young Historian of the Year in December last year.

Tasmanian National History Challenge Co-ordinator Angelique Bowe said that:

"This young man is an absolute champion. Angus impressed everyone with his grace, humility, humble and genuine personal pride, and poise and calm acceptance. He addressed an audience of around 100 people, mainly adults with aplomb and little evidence of any nerves! And that, on top of producing an authentic historical research response to a difficult theme 'Changing Perspectives' that saw over 7,000 entries from P to Year 12 whittled down to just one – his! Well done little champ! You and your family can be justifiably very very proud!"

Angus is now the youngest student ever to receive the award. 🏆

2015 ASX Schools Sharemarket Game Round 1

MRS MICHELLE MIZZEN EDITOR

The ASX Schools Sharemarket Game is held twice a year. Accounting TQA 3 students and Year 9 Personal Investing students play the game as a part of their course; in addition, all students are invited to participate by their own choice as a co-curricular activity. Congratulations to two Year 12 students James Padgett and Spiros Daglas, who chose to play the game this round and were the State winners! They made a gain of \$8,689 in 10 weeks. 🏆



Angus Christie



Image courtesy Tourism Tasmania and John J Kamma

Saving the Tasmanian Devil

MRS MICHELLE MIZZEN EDITOR

At the end of 2014 the Headmaster, Mr Warwick Dean, received correspondence from the Board and members of the Devil Island Project Group Inc. applauding the achievements of Year 9 student Tomas Hopkins. Tomas entered the Point to Pinnacle event as the youngest member of the Devil Islanders team. Not only did Tomas complete the gruelling 22 kilometre climb from Wrest Point to the summit of Mt Wellington, but he achieved it in the second fastest time for an under 18 year old.

Tomas also raised \$240 for the Devil Island Project Group Inc. which will be applied to their next construction project, the building of the Great Devil Wall of Tasmania, at Woolnorth in the north west of the State. 🏆



Tomas Hopkins



(L-R) Krishant Nand, William Osborn, Jackson Coad, Koh Kawaguchi and Edward Johnstone. Absent Nicholas Gribble and Nicholas Graver

UNSW ICAS Mathematics Competition 2014

MR TIM GRABOVZSKY HEAD OF FACULTY

Each year students compete in the University of NSW International Competitions and Assessments for Schools (ICAS). In 2014, seven students achieved Medals. Medals are awarded to the top performing student from each year level in each state or territory. Medal winners were invited to a ceremony in Melbourne, in December last year. Congratulations to the following boys:

Year 6 (2014)

William Osborn – UNSW Medal – highest score in Year 6, Tasmania.

Year 7 (2014)

Jackson Coad – UNSW Medal – highest score in Year 7, Tasmania.

Year 8 (2014)

Koh Kawaguchi – UNSW Medal – highest score in Year 8, Tasmania.

Year 10 (2014)

Edward Johnstone – UNSW Medal – highest score in Year 10, Tasmania.

Year 11 (2014)

Krishant Nand – UNSW Medal – highest score in Year 11, Tasmania.

Year 12 (2014)

Nicholas Gribble and Nicholas Graver – UNSW Medal – equal highest score in Year 12, Tasmania.

This is an outstanding result and all students are to be congratulated. 🏆

Bebras Certificate

MR TIM GRABOVZSKY HEAD OF FACULTY

Bebras is an international initiative whose goal is to promote computational thinking for teachers and students (ages 8–17 / school years 3–12).

To solve the tasks, students are required to think about information, discrete structures, computation, data processing and algorithmic concepts. Each Bebras task can both demonstrate an aspect of computational thinking and test the talent of the participant.

We congratulate Lewis Traill (Year 7) who achieved the highest score in Australia with a perfect 135 out of 135. 🏆



Lewis Traill

There have been many outstanding performances and representation from Hutchins students so far this year. Some notable achievements include:

SAILING

- 1st Youth Champs – Jock Calvert (Year 12) – Bic Techno 293
- 2nd Youth Champs – Angus Calvert (Year 10) – Bic Techno 293
- 6th Youth Champs – Samuel King (Year 9) Laser 4.7
- 61st Moth Worlds – Charles Connor (Year 12) (high as 48th in a top field)
- 2nd Inter. Cadets Aust Champs – Sam Abel (Year 10) and Hugo Allison (Year 4)
- 9th Inter. Cadets – Toby Burnell (Year 11)
- 11th Inter. Cadets – William Cooper (Year 8)
- 15th Inter. Cadets – Benjamin Boman (Year 6) (crew)
- 7th Sabot Aust Champs – Nicholas Smart (Year 8)
- Tasmanian Schools Team Sailing Championship runners up

TRANS-DERWENT SWIM Junior Male Division, Jordan Foster (Year 12) finished 1st (2nd overall) and Michael Boulton (Year 11) finished 3rd (5th overall).

FUTSAL REPRESENTATION Anthony Donoghue (Year 8), Oliver Burrows-Chang (Year 8), Samuel Botte (Year 8), Lochlan Hardwick (Year 8), Kenneth King (Year 9) and Bradley Lakoseljic (Year 8) represented Tasmania in the Australian Futsal Championship. Their U15 team came 3rd overall out of 16 teams.

ATHLETICS Senior Knockouts Athletics Team won a Silver Medal at the National Championships. Six Hutchins boys represented the State at the 2015 Australian Age Track and Field Championships at Sydney's Olympic Park in March.



First VIII Rowing Team

- Oliver Burrows-Chang (Year 8) – 100m hurdles, 200m hurdles
- Harvey Chilcott (Year 9) – 1500m, 2000m steeple
- Patrick Kearney (Year 10) – 400m hurdles
- Callum Stevens (Year 10) – 400m, 800m
- Russel Taib (Year 11) – 100m, 200m, 400m
- James Taranto (Year 11) – 800m

Russel Taib (Year 11) achieved a World Youth Qualifying time and won the U18 400m Gold Medal, U20 4x100m Gold Medal and a Bronze in the 200m at the National Athletics Championships.

UNDERWATER HOCKEY Simon Watt (Year 9) was a member of the U15 Tasmanian Underwater Hockey Team that achieved silver at the 2015 Australian National Championships.

WEIGHTLIFTING Truen Johns (Year 9) competed in the Tasmanian Weightlifting Competition as part of the President's Cup. Truen lifted personal bests in the snatch (59kg) and clean and jerk (71kg) recording a combined total of 130kg. This was good enough for him to break the 62kg state record in all three categories.

ROWING Rowers had an outstanding pennant and school rowing season, winning the Mercury Cup for highest overall points. The First VIII retained the Golden Fleece Cup for winning

the Head of The River. Our U16s were undefeated throughout the season and there were many outstanding performances from our junior crews.

SWIMMING The Southern SATIS Swimming Team won the Junior and Senior Shields and the Aggregate Trophy along with the U14, U16 and Open Pennants. Campbell Lane (Year 9) broke the U14 breaststroke record and Simon Watt (Year 9) broke the U15 breaststroke record. The SATIS Swimming Team won the State SATIS Aggregate Boys Shield.

ORIENTEERING Hutchins had a number of boys competing in the Tasmanian All Schools Orienteering Championships. Charlie Cooper (Year 4) won the boys U10 Class, Koh Kawaguchi (Year 9) finished 2nd in U15, Luke West (Year 10) won the U16 and Jake West (Year 11) finished 3rd in the Boys Open Class.

KARATE Benjamin Farrell (Year 8) represented Hutchins in the Australian Schools and University Karate Championships in Sydney and received a bronze medal. 🏆

Headmaster Seminar Series

The Honourable Jeff Kennett AC



MRS MICHELLE MIZZEN EDITOR

The Headmaster Seminar Series is open to the public and provides an opportunity for members of the community to have access to the highest calibre of speakers whose topics vary each year. Previous speakers have included Dr Keith Suter, General Sir Peter John Cosgrove AK MC, Rev Tim Costello, Li Cunxin, Sam Cawthorn and Paul Dillon.

We were very excited to welcome to the School the Hon Jeff Kennett AC as our guest speaker on Tuesday 12 May 2015.

The Hon Jeff Kennett AC is the founder and Board Chairman of national depression initiative *beyondblue* and the former Premier of Victoria. *beyondblue* is an Australian, independent non-profit organisation working to address issues associated with depression, anxiety and related mental disorders by raising awareness and understanding, empowering people to seek help, and support recovery, management and resilience.

Mr Kennett spoke about the origins of *beyondblue* which was established in October 2000 as a national five year initiative to create a community response to depression. It became a major force in shaping public policy and introducing new programs in mental health. Now, with approximately 100 staff, *beyondblue* continues its work in the areas of research, providing educational material and a 24 hour help line.

Mr Kennett's key messages were not to wait for government to improve your quality of life and provided four main points to assist with dealing with stress and anxiety:

- Every morning give thanks, just for waking up, for life and the beginning of a new day.
- Use that gift of life as a 'rock' against which you will measure the things in your life that will cause you anxiety. Develop a discipline for dealing with stress and anxiety.
- Understand that your health is terribly important.
- Go to bed mentally and physically tired.

Mr Kennett also highlighted the value of waking up with an agenda each day and the importance of this especially for those in retirement.

We would like to thank Mr Kennett for visiting the School and for drawing our attention to the benefits of developing tools to deal with expectations, change, stress and anxiety. 🍷

MRS MICHELLE MIZZEN EDITOR

The Headmaster Seminar Series also includes the annual Webber Lecture which is an address delivered by a leading presenter whose topic is always one of ethics.

The Webber Lecture is named in honour of The Reverend Webber who delivered the first lecture in 1998. Reverend Webber was the Dean of Hobart from 1959 to 1971.

This year we were delighted to welcome Her Excellency Professor the Honourable Kate Warner AM, Governor of Tasmania as our guest speaker on Wednesday 20 May 2015. The topic of this years' debate was 'Towards Ethical Relationships: addressing sexual and family violence'.

In the lecture Her Excellency discussed that the confronting issues of violence against women requires more than a criminal justice response, and that the key to tackling the problem is to dismantle the traditional gender stereotypes and roles so that healthy, equal and respectful relationships between men and women can flourish.

Her Excellency presented examples of society's response to violence against women and how violence supported attitudes reflect broader social norms. Addressing violence against women, sexual violence and domestic violence needs to be tackled on multiple levels. Her Excellency discussed the National Plan to Reduce Violence against Women and their Children 2010–22 and the Line Campaign which is informed by research commissioned by Our Watch. The research revealed that young people are struggling to work out what healthy, respectful relationships look like.

The lecture highlighted the importance of educating our teenagers about what a healthy relationship is and the need for a multi-phased, integrated campaign that includes a strong focus on schools.

We would like to thank Her Excellency for being this years' Webber Lecture guest speaker and for raising further awareness of such an important issue in our community. 🍷

Webber Lecture 2015

Her Excellency
Professor the
Honourable Kate
Warner AM





Honouring our ANZACs

MRS MICHELLE MIZZEN EDITOR

Ziah Cooper at the ANZAC Day Dawn Service held at the Hobart Cenotaph on 25 April 2015

[photo Leigh Winburn, Newspix]

Every year The Hutchins School holds an ANZAC service to reflect on the courage and bravery that has been shown by those who have served in war. Hutchins Old Boys have represented their country from as far back as the Boer War and those who lost their lives are honoured on plaques located in the School's Chapel of St Thomas.

Students, staff, invited guests and dignitaries pay respect to the 132 Old Boys that have fallen in war. Although it is a solemn service of prayer and hymns it is also a celebration of those who bravely gave their lives for their country. We were very fortunate this year to welcome Lieutenant Laurent Ducasse from HMAS Canberra to our ANZAC service. Lieutenant Ducasse shared with us the story of a most famous Australian sailor hailed from Tasmania, Ordinary Seaman Edward 'Teddy' Sheehan. As an eighteen year old in 1942, Teddy had the job of saving his ship, HMAS Armidale by shooting down attacking Japanese aircraft. When Armidale came under attack in the Timor Sea and was in flames and sinking, her Captain ordered 'abandon ship'. Teddy was seen to leave his high-angle anti-aircraft gun to abandon ship with the rest of his mates but saw his friends being hit by machine gun bullets from the aircraft. He returned to his anti-aircraft gun and opened fire on the attacking aircraft shooting down one, possibly two and damaging another two. Teddy was hit by enemy fire but continued to fire back causing aircraft to fly away from the ship and the men in the water as Armidale took her final plunge.

The Navy honours Teddy Sheehan, and has named a submarine after him, the only submarine ever named after an ordinary sailor in any navy.

Sadly, the most recent Hutchins Old Boy lost at war is Private Benjamin Chuck who was a sniper with the elite 2nd Commando Regiment and was killed along with two other Australian soldiers and one American in a Black Hawk helicopter crash in Afghanistan in 2010.

Ben attended The Hutchins School between 1993 and 1996 and the School community was saddened to hear of the loss of his life, the ultimate sacrifice for his country. Ben was known as a very kind student whose qualities included showing empathy for others, personal integrity, humility and determination.

The loss of Ben had such a profound impact on the School that in December 2010 a special award was named in his honour, The Ben Chuck Good Man Award. This award is presented each year in honour of Ben to the Year 12 student who is considered to be a Good Man, a Good Man that displays the qualities of Ben and who is considered a student with a strength of character.

In another celebration of Ben's life, country music legend Lee Kernaghan has honoured Australian servicemen and servicewomen by including in his songs the letters they penned to their families in the event that they never return home. The letter that inspired the project was the last one written by Ben to his girlfriend.

The Hutchins School participates in many other ANZAC Day celebrations. The School Captain Ziah Cooper, was invited to speak at the ANZAC Day Dawn Service held at the Hobart Cenotaph and the School was also represented by The Hutchins Senior Choir who performed at the service. 🇺🇦

Richard Downie entered The Hutchins School in Year 4 in 1967 and was a boarder until the completion of his studies in 1975. Richard's father Ken, although not an Old Boy, was Chairman of The Hutchins School Board between 1988 and 1990. Richard and Mary Downie have four children; a daughter Alex and three sons who have all attended and boarded at Hutchins. Chris completed his studies in 2007, Sam in 2010 and Tom who is this year a day student in Year 12.

What has been your journey from when you left Hutchins and how do you think your time at Hutchins helped to shape that journey?

Richard – After a year of jackarooing on the mainland I returned to the family business KT Downie and Sons at *Nareen* (third generation). In 1989 I started operating *Greenwich Pastoral* on the family farm and it has continued to grow and develop the business at Hamilton and expanded into contract harvesting on the north west coast with pyrethrum. Hutchins taught me resilience and independence.

Chris – I had a GAP year working in England and travelling, completed an Ag Science degree at Labrobe University and returned to Hamilton to work in the family business which is my lifelong passion.

What are some of your Hutchins memories?

Richard – Rowing, coxing and winning the Head of the River in 1971 and 1972 (Tom has won more HOR in his coxing career). Exploring the Casino building site, walking the foundation trenches

as the School expanded, finding bones under the gym and running up Mt Nelson steps in PE.

Chris – Boarding house adventures, Dr Jim's quirky and entertaining Ag Science classes, running up Mt Nelson steps in PE, being woken up every morning by Hugh Burbury's loud country and western music and day kids always trying to eat boarders' lunch.

Who or what were your main inspirational influences during your time at Hutchins?

Richard – As the youngest boarder Mr Houghton.

Chris – Mr John Devine, Director of Boarding, set boundaries but always knew when to turn a blind eye.

What did you enjoy most about your time at Hutchins?

Richard – The boarding house, leaving – although I endured school I look back on my time at Hutchins fondly.

Chris – Living on campus in the boarding house was my most memorable and rewarding experience at Hutchins, Year 12 and all of its shenanigans and making lifelong friendships and connections.

What advice would you give to today's Hutchins students?

Richard – Never ask people to do something that you are not prepared to have a go at yourself and if you are passionate enough you will succeed without a score.

Chris – Enjoy your time at school, especially the boarding house as I look back upon it now with such fond memories. Take the opportunities that appeal to you and your interests and don't lose sleep over the things other people want you to do.

Sam has completed his mechanical/welding/fitter and turner apprenticeship and lives on the north west coast working in the contract harvesting side of the family business. Sam wrote his business plan in Year 10 at Hutchins winning a competition for his efforts. He is now living that plan and lifelong passion. 🌟



Chris and Richard Downie

Living the dream

MRS MICHELLE MIZZEN EDITOR

The values of dignity & integrity

Richard Hallett ('93)
and **James Hallett ('85)**
reminisce about their
boarding days at
Burbury House

MRS MICHELLE MIZZEN EDITOR

Can you tell us about your property Llanberis?

Llanberis is situated in the farming hamlet of Hollow Tree, south of Bothwell in the Central Highlands and was originally settled (and the homestead built), in the mid 1830s. The Hallett family arrived in Tasmania in the 1860s and farmed at Bonnet Hill before moving to the current property in the 1880s. They originally leased some farmland before buying the first block of land in 1901. James and I are the 5th generation of Hallett's to farm this property. Up until the late 1990s the farm was predominantly a wool and cattle grazing property, with some cereal grain production but no irrigation.

Now, together with the traditional grazing enterprises, the focus is also on harnessing water resources and using that to produce higher value crops. Dairy, horticulture and viticulture are being considered as future farm enterprises. The use of the latest technology in all aspects of farm production is vital. For example, the use of 'variable rate' technology for water, fertilizer and other farm inputs allows for accurate placement of these resources, providing both productivity gains and environmental benefits. Drone technology in mapping is also an exciting development.

Conservation is also an incredibly important part of our farm management. We particularly have a focus on protection of the native grasses and forests on the property and actively manage large areas of this for conservation.

Llanberis is pastoral land with an area of 8100 Ha and an altitude between 150m and 660m, made up of:

- 30% native grass land
- 25% improved pasture
- 25% native forest
- 20% crop land
- 4 areas of native forest reserve, which perpetually protects 40% of our forest area

What are some of your Hutchins memories?

Richard – When I arrived in 1986, the School had a very traditional 'old school' feel. By the time I finished in 1993, the School culture had really started to change towards a more individual approach to each student. I remember we had the day off school in July 1986 when it snowed and we slid down Nelson Road on makeshift sleds. Being in the junior boarding house at 99 Nelson Road was a great experience, under the supervision of Mr John Overton. The construction of the Music centre (where the Junior School now is) was a huge advancement, and for

me being a boarder, the modernisation of the boarding house was a big step forward as it gave students their own space to live and study.

James – We had a very big year group and in the boarding house there was between 22 to 24 in one dormitory, all living in very close quarters. I remember always being very busy playing sport or studying and everything was very regimented. Having a curfew and time management were big things and there was never a dull moment.

Who or what were your main inspirational influences during your time at Hutchins?

Richard – Mr Andrew Legg was the biggest influence on me during my time at Hutchins. He was an inspirational teacher and very passionate about his craft. To be fair, I spent probably too much time in the Music department! But, it was an exciting era where contemporary and modern music was part of the School program for the first time. The Swing Band, which I was a member of, was a new venture which came in under Mr Legg's tutelage. I was lucky enough to receive a Cap for Music (drums/percussion) which at the time one of the first to be given to a non-orchestral student. I also clearly remember Mrs Andrea Kooyman doing a great job of looking after the boys'

welfare in the boarding house, as matron, as she still does today. Mr Chris Rae, Mr John Overton, Mr Alan Morley, Mr Terry Sheehan and Mr Barrie Irons were also big influences across both the sporting and academic spheres.

James – Mr Chris Rae was a big influence both academically and in the sporting arena. He taught me many life skills and I had great respect for him, he had a way of getting your attention and being a great teacher and coach. He was a constant influence for our year group.

What did you enjoy most about your time at Hutchins?

Richard – Being part of the boarding house was a good experience. I found it pretty tough in the first year I was there and missed home a lot, but from then on we had many good times (with over 80 boarders in the boarding house at the time). Seven years is a large chunk of your childhood to spend living away from home, and you have ups and downs but it does teach you a certain type of resilience, as well as how to live with a large group of others in close proximity!

James – Having such a large year group a lot of lifelong friendships were built. We spent a lot of time with the day boys as well and really enjoyed the sports side of things, playing football, cricket and basketball.

What part do you think your time at Hutchins has played in your success?

Richard – I certainly don't assume to have achieved 'success', however that may be measured! But during my time at Hutchins I remember countless lectures and addresses during assemblies particularly about the values of 'dignity' and 'integrity' and how they should be displayed. At the time going through school as a young person, these messages being delivered don't always sink in but as you go through life those old lessons taught often come back and remain part of your learning.

James – Hutchins has played a huge part in my life but I can't judge my success as yet, I will have to get back to you on that.

What advice would you give to today's Hutchins students?

Richard – Value very highly all the relationships which you form at school. I have found out first-hand the value of this recently. In late 2013 my family experienced a tragedy with the passing of my wife Amy. This dealt an enormous blow to us. Following that event, the amount of people from the Hutchins 'network' who contacted me to reach out absolutely blew me away and I felt very humbled. Many former teachers and fellow students who I wouldn't have thought would even have remember me from my Hutchins days wrote letters or got in touch. It was only at this time I fully realised the strength of the great Hutchins family. When things go wrong, people come out of the woodwork to support each other.

James – Be prepared to put more in to something than what you're prepared to take out of it. 🍀



Richard and James Hallett at Llanberis
(photo Ross Marsden, Newspix)



MRS MICHELLE MIZZEN EDITOR

Making the most of opportunities

This year there are three generations of Fergussons and Hutchins students, all named William Fergusson – Bill ('52), William ('80) and Will ('12) – working on the family's property *Grindstone Bay* on Tasmania's east coast.

Grindstone Bay is a 3,700 Ha, sheep and cattle property located just north of Triabunna. The property was purchased by the Fergussons in 1956 and developed over the years by Bill, his brothers James ('52), Henry ('57) and their families.

The Fergusson family has a strong connection to Hutchins. Bill's sons William ('80), Simon ('86) and grandson Will ('12) were all boarders at Hutchins.

Four other grandsons are currently attending Hutchins – Samuel (Year 12), George (Year 10), Ben (Year 5), Jack (Year 2) and daughter-in-law Rebecca Fergusson is a member of the Board.

James and Henry's sons also attended Hutchins, as did Bill's great uncle, another William Fairlie Fergusson, enrolled at Hutchins from 1912.

What has been your journey from when you left Hutchins and how do you think your time at Hutchins helped to shape that journey?

Bill – I have been a farmer since I left school. I worked with my brothers, sons and now grandson at *Grindstone Bay*, taking pride in developing the property. I have always enjoyed being part of the family businesses but am now semi-retired, enjoying spending time travelling and doing community work. My wife Claire and I have ventured to Nepal, India, China, Russia, Madagascar, Sri Lanka and many other countries. I believe being a boarder taught me to get on with others and work together.

William – I spent time working for North Australia Pastoral Company in south west Queensland when I left school and returned to Tasmania to work in the family business. I believe my time at Hutchins taught me to make the most of opportunities, encouraged me to keep learning and challenge how I do things.

Will – I went to work on a sheep and cattle farm near Walcha in NSW for a year after leaving school and returned to work on the family farm 15 months ago. In 2016 I will head to Marcus Oldham in Geelong to study a Bachelor of Business (Agribusiness). I believe my time at Hutchins taught me independence, to be organised, passionate and follow a career path that I enjoy.

What are some of your Hutchins memories?

Bill – The boarding house was an integral part of the School and being a boarder was important to all of us. It was very formal in the late 1940s and early 1950s. Boarders only went home once each term. There were 18 beds lined up in a row in green dorm. There was the same cook for all my boarding years. Her name was Doris

and she cooked three meals a day, 7 days a week all term, every term! I remember the first international boarders to Hutchins. Two boys from Thailand who joined the School in a time when few people travelled as we do today. The boarders used to enjoy weekend bike rides to New Norfolk, Ferntree, Kingston or Sorell. Racing slow cars down Strickland Avenue was always interesting! I can remember my father routinely attending the School office, with a Gladstone bag containing cash to pay the School fees for three boarders. I remember the School being quite different to today. There were only 25 people on the whole staff and each class was around 30 students. The variety of subjects, facilities and co-curricular activities are so incredible now. I enjoy attending Grandparents' Days to see all the changes.

William – My memories of school are of the really good friends and great teachers. It was great fun being part of the boarding house with 10–12 boys in my year. I still remember being beaten in football by St Virgil's for every game they ever played except the very last one!

Will – Favourite memory was being part of the crew that won a silver medal in the Schoolboys Eights race at the Australian Rowing Championships.

Who or what were your main inspirational influences during your time at Hutchins?

Bill – Mr George Mackey and Mr Chaz Viney were great teachers and mentors for myself and my mates.

William – Mr Crom Wood, Mr Mike Fishburn and Mr John Millington were great teachers. Mr Chris Rae was our Geography teacher and football coach. We enjoyed watching him play football too, for Sandy Bay and the Hutchins Old Boys. He expected us to study and play footy just how he did – giving our absolute best at all times.

Will – Mr Chris Rae was an influential and willing mentor for me too, as he has been for so many over the years. Chris is always so passionate about Hutchins and the School's culture.

What did you enjoy most about your time at Hutchins?

Bill – The boarders were like family. We had fun times and made close ties with mates like Hamish Lindsay and Keith Woodward, we still keep in touch after more than 60 years.

William – Making fantastic friendships that have lasted a lifetime.

Will – Boarding for six years was an excellent experience. I'm glad things aren't as formal as they were in my grandfather's day. The family atmosphere is more relaxed nowadays and you balance sport, study and spending time with your mates.

What advice would you give to today's Hutchins students?

Bill – To follow a career path or pass time that you are passionate about. I have always enjoyed going to work.

William – Get the most out of each day at school. It goes past so quickly so don't waste the opportunity.

Will – Get involved in as many aspects of school life as you can. Make the most of the varied opportunities Hutchins provides and try to be a positive leader. 🦁

Our Early Learning Centre opening

MRS MICHELLE MIZZEN EDITOR



Current enrolments are the highest in the School's history, with over 1050 boys from 3½ years of age in Pre-Kindergarten through to Year 12. In response to wait lists for Pre-Kindergarten and Kindergarten, and as part of the School Board's master plan for buildings, an extension to the existing Early Learning Centre (ELC) was commenced in February 2014.

On 11 February 2015 the ELC extension was officially opened, marking the completion of the nine month project. HBV Architects and Fairbrother were engaged to deliver the purpose built facility. The building has been designed to incorporate energy saving concepts such as weather driven external blinds, double glazing throughout and the latest in water saving devices.

The ground floor consists of two new ELC classrooms, several multipurpose rooms and amenities. The classrooms provide opportunities for open ended learning in a warm and nurturing environment. Children can transition easily between indoor and outdoor play spaces whilst the neutral tones allow the children's work samples to be emphasised ensuring they are the focus of the classroom.



The first floor houses a purpose built Outside School Hours Care area which is utilised for Before School Care, After School Care and Vacation Care. This spacious area includes a kitchen, a large versatile area that can be configured and transformed with play equipment, a theatre room and chill out rooms.

Fairbrother Southern Tasmania Manager, Mr Paul Ransley said

"This fantastic purpose built facility for boys, was the result of the collaborative relationship between Hutchins, HBV Architects and ourselves working together to ensure program, cost and high quality expectations were met. It continues a strong relationship over many years, which has delivered numerous projects and is built on trust and transparency".

The design and construction of the extension to the ELC meets the twin needs of developing further a teaching and learning environment specific to educating boys and to meet the ongoing strong demand for enrolments. It is a wonderful addition bringing space, light, imagination, flexibility and outstanding facilities for the boys and the staff.

Our ELC extension was opened by The Hutchins School Board and The Hutchins Foundation with the assistance of School Captain Ziah Cooper, School Vice-Captain Ryan Jones and Kindergarten students Jack Cummings and Zachary Knight. 🦁

Coming events

Corporate Breakfast

To be confirmed

Ray Vincent Lunch

Friday 27 November

Stay up-to-date with the latest news at www.hutchins.tas.edu.au/old-boys or follow [Hutchins School Old Boys' Association](#) on Facebook

MR GENE PHAIR PRESIDENT HUTCHINS SCHOOL
OLD BOYS' ASSOCIATION (HSOBA)

Each year the HSOBA continues to reconnect with Old Boys. We encourage fellow Old Boys to pass on any information you may have about others to the School's Community Relations Office. This could be a mobile phone number, email address, home address or the like. We continue to grow and update our database but rely on all Old Boys to help out. If you receive any invitations please pass them on to any Old Boys who may not have received the invitation and ask them to contact the School's Community Relations to update their details. Together we can ensure that reunions and events are attended by as many Old Boys as possible. 🍷

Old Boy reunions

MR BARRIE IRONS REGISTRAR

Adelaide 12 March 2015

Back in Adelaide at last! It was great renewing old friendships and catching up with some Old Boys we had not had contact with for a number of years. A small but quality field attended the gathering at the Feather Hotel. Most senior attendees were Peter Denholm and David Lane who both left Hutchins in 1957. Ian Munro ('63) has kindly offered to be our liaison person in Adelaide for future events. See you all in 2016!



(L-R) Adrian Rosevear ('89), Peter Denholm ('57), Ian Munro ('63), David Lane ('57), Robert Prowse ('95), Andrew Darcey ('94), Will Hamlyn-Harris ('95) and Mr Barrie Irons

Ben Ferguson ('04), David Creak ('04), Mr Barrie Irons, James Creak ('08) and Daniel Nordinson ('01).

Melbourne 13 March 2015

We were back again at Chloe's Bar at the Young & Jackson with over 50 Old Boys present. In attendance too were the Headmaster, Mr Warwick Dean and previous Deputy Headmaster and Old Boy Mr David Brammall ('56). Both thoroughly enjoyed the chance to meet up with many Old Boys. So many old friendships were renewed and new ones made. We will aim for a May get together in 2016. 🍷



Greg Steedman ('98), Richard Scott ('94), Robbie Brammall ('93) and James Hawkins ('95)

Will Kay ('02) and Greg Aldridge ('94)



Celebrating our great school

MRS MEGAN KILLION-RICHARDSON PRESIDENT,
THE HUTCHINS SCHOOL PARENTS' ASSOCIATION

A school, family and community partnership is the foundation of The Hutchins School Parents' Association. This partnership reinforces the connection between home and school and provides opportunities for parents to participate in school life. In 2015 the Parents' Association will continue to focus on activities that allow parents, the broader school community and the boys to come together and celebrate our great school.

In addition to this, the Association, through its fundraising activities, will contribute to building the School's capabilities in a range of areas. The Association recently resolved to donate \$100,000 to the School's capital program. These funds will be used to improve facilities available to boys now and in the future. The Association is looking forward to working with the Foundation and the Headmaster to achieve this in 2015.

Recently, a band of Association volunteers hosted a BBQ for Open Day. It was pleasing to see a large number of new families interested in joining our school community. It was more pleasing to see current students taking an active role in promoting our school to others.

The Association is not a closed community and all parents of the school are members. Participation in our activities can take many forms and parents and the School community are encouraged to participate in any way they can. Not only will your participation benefit the School, it will also help cement the partnership between school, family and the community. 🇺🇸

If you would like to know more about the Parents' Association, or volunteering on an event sub-committee, please visit www.hutchins.tas.edu.au/parents



In this popular section, long serving teacher Mr Chris Rae catches up with past staff members.

Where are they now?

A COFFEE WITH MR CHRIS RAE



STAFF MEMBER
Jim Ludwig*

Teaching at Hutchins from 1978 to 2007

Positions held Teacher of Agricultural Science (pre-tertiary), Maths and Science (Years 7-10), Cubs Leader, basketball coach, mentor (tutor).

House affiliation Thorold (including one term as Head of House ... "that was interesting!")

What other professional education positions did you hold?

Part of a teaching group which saw the introduction of Agricultural Science as a pre-tertiary subject in 1985.

Who were some of your close work colleagues?

Damian Green, Brian Burch, Kevin Walsh, Mike Fishburn, Peter Crofts, Chris Atkinson, Rod Curnow, Brett Smith, James McLeod ... "I got on pretty well with everyone".

What memories do you have of education during this time?

- The introduction of 10 criteria based assessment in 1992!
- The growth in the School student population from around 500 when I started to around 1,000 when I retired.
- The growth in importance of the performing arts as a key part of the broad co-curricular program.
- Providing the boys with a lead in dress sense on the last day of every year – that yellow check suit!

How do you see education today? From observing young people, I am concerned about the reliance on social media of so many, and seemingly, not looking and engaging with the outside world. I hope we don't lose sight of the computer as a tool to assist learning, rather than control it.

On visits back to the school what have you noticed?

All the new facilities, notably the new Nettlefold Library..."amazing".

What of life post-Hutchins?

Chris Rae – Since retirement much of his time has been taken up as a carer for his grandchildren. Here he enjoys assisting his sons', Reid and Blair. For a period of time he also worked in a café which Reid ran. Jim is also active with recreational pursuits, especially bike riding and swimming, important for good health. Gardening continues to occupy some of his time, primarily focused on growing a variety of foods. Reading too, provides enjoyment. Since leaving the School, he is very touched when former students come up to him in the street, wanting to have a chat. No surprises here, Jim understood the importance of respected relationships throughout his teaching career.

* Jim Ludwig – around the School, affectionately called 'Dr Jim'... which was always met with a warm and energetic response of 'Buddy!'

Teaching at Hutchins
1988–1998

Positions held In both the Senior and Middle School: teacher of French and Indonesian, as well as a class mentor (tutor) in both.

House affiliation
Stephens House when Ian McQueen was Head of House.

What professional education positions did you hold?

Member of the Teaching and Learning group.

Who were some of your close work colleagues?

There were many, including Robyn Collis, James McLeod, Scott Young, Don Wilson, Chris French, Rae Burch, Rob 'Puk' Wilson, Rob McCammon, Janet Waters... "and of course, John Millington" (former Head of Middle School). Additional: Sally could have named plenty more.

What memories do you have of education during this time?

Reassuringly, the importance of traditional aspects whilst, where appropriate, also embracing more forward-looking ideas. This observation continues to be a feature of operations within the School today.

In addition to the traditional French language classes, during my time more students were also taught Indonesian. Rob Wilson was the specialist 'Indo' teacher. My teaching timetable included French lessons as well (Rae Burch was the other French language teacher).



STAFF MEMBER

Sally Seewang (Sally Young)

COMINGSOON

HUTCHINS ARTS FESTIVAL

The Hutchins Art Prize will be the visual art component of our inaugural Hutchins Arts Festival. While art is on display in the Long Gallery, The Hutchins School of Performing Arts students will be staging evening performances in the Peacock Theatre. **The Hutchins Art Festival begins Monday 7 September and runs to the closing of the Hutchins Art Prize on Sunday 20 September 2015.** 🍷

Image: Hutchins Art Prize 2013 finalist, Senye Shen – *Endless Flow 3* (detail)

On visits back to the School what have you noticed?

Whilst this has been limited, given no longer a resident of Tasmania, there is... "a more relaxed, inclusive ethos".

As could be expected, there has been significant building development. The re-development of the Middle School is so much better for students and staff. The same can be said in the Senior School.

Chris Rae – On her most recent visit, Sally enjoyed catching up with former colleagues, including Cath Hogan, Judy Smith and Barrie Irons, to name just a few. This is not surprising. Sally was a highly respected work colleague – and also related well to the student group.

What of life post-Hutchins?

Chris Rae – "Love it!" Sally says she sold her house and put the money in the bank. In retirement, she spends 6+ months in Australia, then 6+ months travelling in Europe and elsewhere. This enables her to stay in touch with her two children – Niall ('97) who lives and works in Melbourne – and daughter, Laila, who is currently in Zurich, studying architecture. 🍷

As the educational landscape shifts we need to change with it to ensure our boys continue to succeed and flourish as true global citizens; boys with confidence and resilience, integrity and a generosity of spirit.

Securing the future

MR IAN JOHNSTON PRESIDENT OF THE HUTCHINS FOUNDATION

The Hutchins School offers unrivalled opportunities for boys to strive for excellence, working to identify the needs and interests of students to encourage success and self-belief, and foster a love of learning. Celebrating diversity, recognising that not every boy runs or rows, sings or acts, but that all boys have strengths – Hutchins nurtures and encourages every boy to make the most of his own unique talents.

The generous support of parents and the wider community each Annual Appeal enables The Hutchins Foundation to assist the School in providing unsurpassed opportunities for boys to become their best.

BUILDING FUND

In 2014 your generous support assisted the Foundation in making a \$2.5 million contribution to the development of the Early Learning Centre (ELC) – a magnificent cutting-edge facility now open and providing a fantastic learning environment for boys. Each year your donations to the Building Fund enable us to provide ongoing improvements to the facilities our boys have, to celebrate their learning and build a world of opportunities to become their best.

Did you know? The new ELC development contains a lift, allowing both our youngest and oldest community members to move freely about the centre.

LIBRARY RESOURCES

Modern libraries are vibrant learning environments, resourced to equip students with skills to read, research, and learn online while keeping pace with technology as the digital age combines with more traditional learning. The libraries at Hutchins are exciting and interactive, with a focus on engagement and different opportunities to learn.

Did you know? The Hutchins libraries purchased over 500 books and countless other learning resources in 2014 – thank you for your generous support, you were a major contributor!

SCHOLARSHIPS

Hutchins provides a world of opportunities for boys to become their best. Your generous support allows the Foundation to offer these opportunities to students who otherwise might not be able to attend our great school through the provision of scholarships. Each year our scholarship students strive for excellence, upholding the vision and mission of the School and becoming true global citizens. 🏆

Recent donations to the School

MS MARGARET MASON-COX ARCHIVIST

Suitcase containing assorted files, documents – donated by Mrs Beth Darcey, September 2014.

Blazer, belonged to Mr Don Lange (1944, no. 3748) – donated by Mrs Elizabeth Lange, 6 January 2015.

Prize books (5) awarded to J B Biggs (1939–52) – donated by Mr John Biggs (1940, no. 3523), 6 January 2015.

Books (2): by J Biggs (2005) – donated by Mr John Biggs, 28 January 2015.

Centenary magazine, hard-bound, belonged to J R Shoobridge – donated by Mr Tony Shoobridge, 30 January 2015.

Book: *The Art of Bradman* by R Mulvaney (2003); **Steve Waugh medallion** – donated by Mrs Barbara Knight, 4 March 2015.

Documents re provenance of items around the School, compiled by Mr Bill Toppin, 2007 – donated by Mr David Brammall, 10 March 2015.

Newspaper cutting re Hutchins School interviews for enrolment, c1948 – donated by Mrs Elizabeth Thomson, Collegiate Archives, 10 March 2015.

School Magazines (2): July 1963, 1976 – donated by Ms Nicola Harvey-Latham, 26 March 2015.

Hutchins Old Boys' Lodge coat of arms and crest wall hanging: anonymous donor per Mr Warwick Dean, 30 March 2015.

Medallion awarded to W F D Butler (1890, no. 1351) for Old Boys' Race, 1927 – donated by Mr Richard Butler, 18 May 2015.

Special thanks to Mrs Barbara Knight for the book and medallion she donated in memory of her late husband, long-serving Head of Maintenance Mr Ken Knight (1979–94), and their late son, former Curator of Grounds (1986–97), Mr Peter Knight.

Best tip from an external source goes to former Senior Librarian in charge of the Allport Library and Museum, Tony Marshall, who notified the School when he spotted a collection of photographs in a New Norfolk antique shop. After another trip to the Derwent Valley to examine them, I returned with a job-lot of thirteen framed and unframed photographs of Hutchins school groups – from athletes to shield winners to real (royal) tennis players – dating from the early 1900s to 1935. Some of them we had already, others are new to our collection. Early favourites are an informal shot of cricket players at practice on the playing field behind the Macquarie Street school and a group portrait of boarders and staff, both reprinted here.



Right: Mr Ken Knight, c1994
Top: Cricket practice at Macquarie Street, 1929
Above: Boarders with Headmaster J R O Harris and staff, 1930



Our thanks go to our donors, volunteers and all those who contribute to the growing collection of digitised Hutchins history.

Particular thanks to Mr John Cannon, Mr Rodney Reynolds and Mr Geoff Scaife, who contributed their memories to the naming of sub-primary pupils featured in the 1954 photo which appeared in the previous issue. 🍷

News from the Archives

MS MARGARET MASON-COX ARCHIVIST

Meadowbank

I recently undertook a history excursion to the Derwent Valley with other members of the Tasmanian Historical Research Association. This included a visit to Meadowbank, the home of Gerald and Sue Ellis and family. Gerald Ellis (1963, no. 5157) is a well-known innovator in Tasmanian farming circles, having branched out from traditional farming and grazing to grow opium poppies and expand the hobby vineyard on his property. In 2000 he founded Meadowbank Estate at Cambridge, which quickly became a leader in Tasmanian cellar door outlets. It grew to comprise a vineyard, winery, restaurant and art gallery and became a popular function centre, with Gerald introducing wine weekends, tastings and teaching sessions. Meadowbank Estate was sold to neighbouring Frogmore Creek in 2010, leaving Gerald and Sue to concentrate on their 6,000 hectare Derwent Valley property with its vineyard and cellar door outlet, Gerald's Cellar. After overcoming the setback caused by a major bushfire in February 2012 which led to severe damage, stock losses and the destruction of an entire vintage, Gerald is now innovating in a different direction, with the recent installation of a fish farm on the river flats below their home growing Atlantic salmon for the local seafood industry.



Meadowbank, 2015



Gerald Ellis (Prefect, 1969) was awarded a Junior Bursary and entered Hutchins as a boarder in 1963. In his final year he was a Prefect, Captain of the Boarding House, Captain of Debating and a Corporal in the Army Cadets. He went on to gain a Bachelor of Rural Science and Diploma of Business Management and served on a number of industry and government advisory boards.

The old Meadowbank homestead which formerly occupied part of the river flats has long since disappeared – damaged or destroyed by periodic flooding of the River Derwent – and has been replaced by a gracious sandstone home designed by Tasmanian architect, Henry Hunter (whose son Walter entered Hutchins in 1875, no. 829). The Meadowbank property was an early grant to Robert Bethune – whose Hutchins-educated descendants still farm neighbouring properties Dunrobin and Cluny – and passed from him to William Dixon (whose descendants also attended Hutchins) in 1835. Acquired about 1848 by Henric Nicholas (whose son, Edward Stonehewer Nicholas, entered Hutchins in 1882, no. 1057), in 1874 the property passed from him to his son-in-law, Nicholas Brown (1849, no. 24), later MHA and Speaker of the House of Assembly. It was about this time that the Henry Hunter-designed home was erected, with the foundations reputedly laid in the hole from which the sandstone was quarried. The home was occupied for some years by the Drysdale and Lewis families, whose sons also attended Hutchins, before being purchased by the Ellis family in 1976. 🍷

Stanley Moir

A recent enquiry from Carol Barnard of Geelong, Victoria, for information about her husband's forbears led to the discovery that at least one of them, Stanley Moir, attended the School in the late nineteenth century. [James] Stanley Moir, son of James George Moir and Emily Paton, was the grandson of Joseph Moir, who built the Shot Tower at Taroona. His maternal grandfather was Dr William Paton, Surgeon-General and doctor to Lt-Gov Arthur. We have no records of Stanley's time at Hutchins but at least now we have his photo, kindly supplied by Mrs Barnard. 🍷



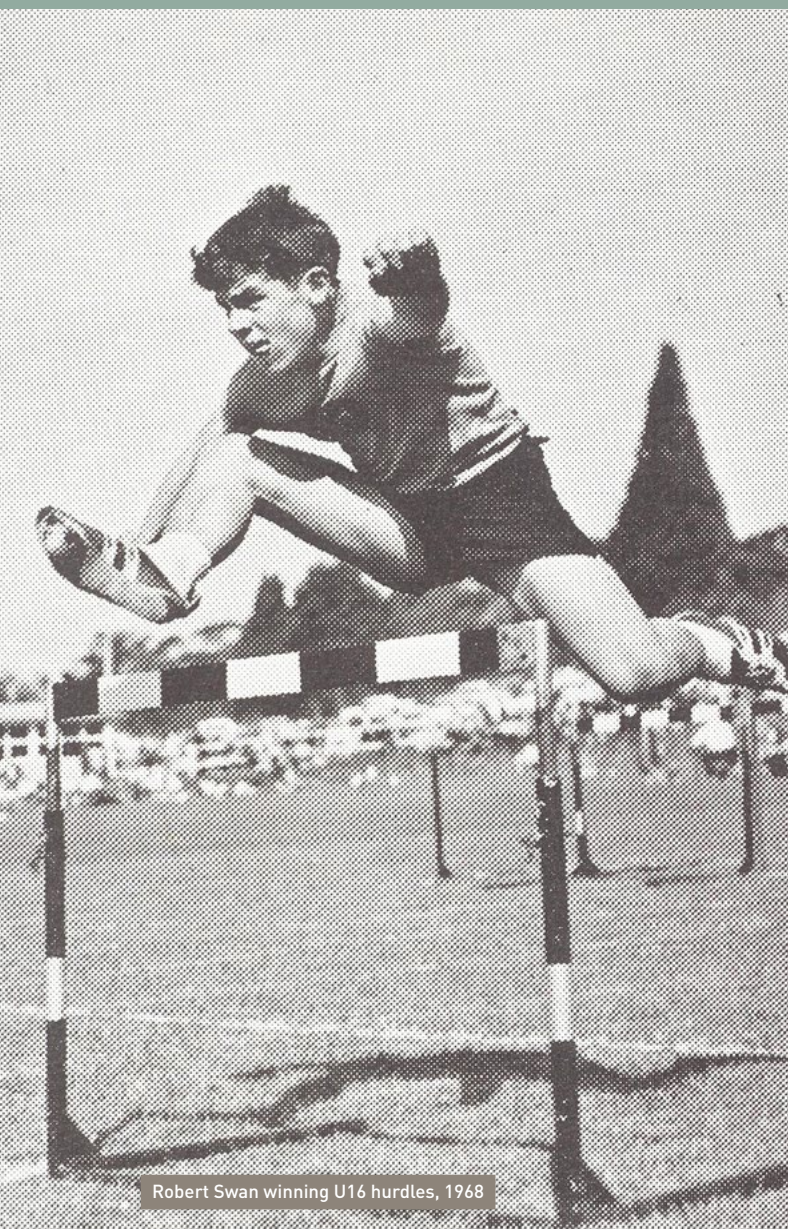
Stanley Moir, n.d.

Robert Swan Memorial Prize

Earlier this year an enquiry from Mike Whitehouse for information relating to one of his sons led to a much-needed compilation of the full history of the Robert Swan Memorial Prize (won by Antony Whitehouse in 1989). My research and subsequent reply prompted the following gratuitous response from Mike:

"Hutchins prepared both my sons so well for the lives they are now enjoying; the 3R's yes, but the wider Hutchins education gained from music, sport, choir, drama and community involvement.

Both completed university degrees. Each is using the life skills gained from family and this formal education to achieve their dreams." 🐾



Robert Swan winning U16 hurdles, 1968



Prefects, 1944
(back L-R) R McIntyre, R Baker, J Brettingham-Moore
(front L-R) M Jack, R Hay, V S Murphy, J Walch, C Shugg

We are saddened to report the passing of Old Boys and members of the School community listed below. Our thoughts and prayers are with their families and friends.

DEVINE , Marcus John	Old Boy 1974	1 December 2014
PEASE , Cedric Wray	Foundation	15 January 2015
MCINTYRE , Richard James	Old Boy 1944	1 March 2015
DOCKER , Dr John Gordon	Old Boy 1961	8 March 2015
HALLAM , Stewart Leon	Old Boy 1969	27 March 2015
GONINON , Donald Wilcox	Staff	25 April 2015
THOMPSON , Richard John	OB 1949	28 April 2015
GIBSON , Adrian	Old Boy 1953	30 April 2015
MCINTOSH , Ian Robert	Old Boy 1951	14 May 2015
IKIN , Richard	OB 1948	26 May 2015
TERRY , Terence Garrard	OB 1943	30 May 2015
FREEMAN , Dr Richard Peter	OB 1942	19 June 2015

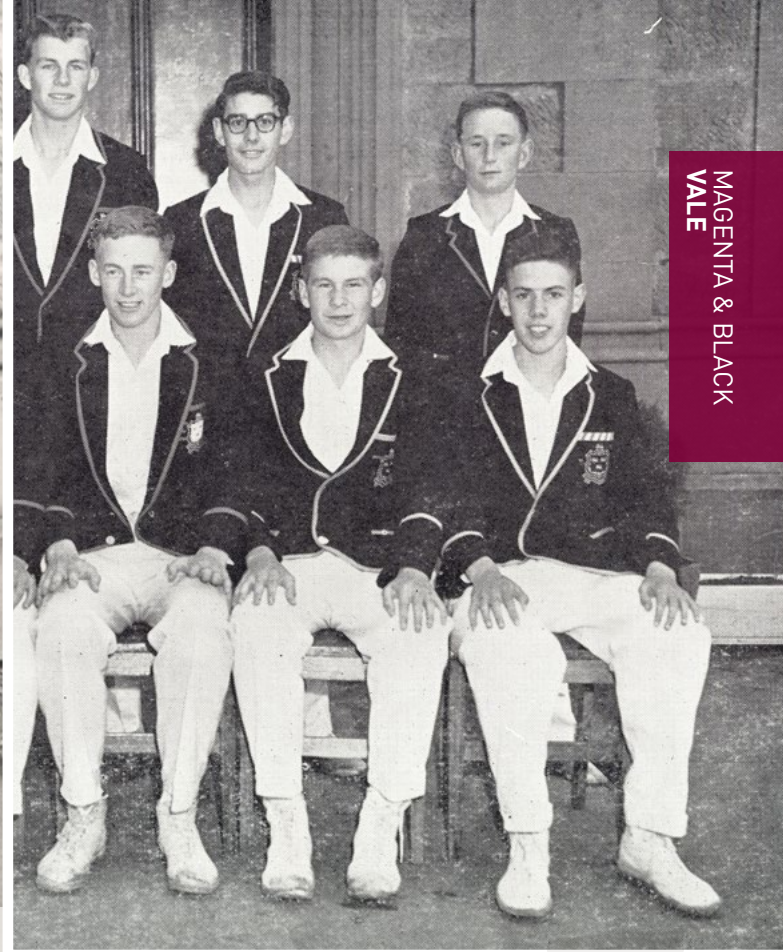
NB The Year following OB designation refers to the leaving year, assuming the student completed Year 12. If this is unknown the student's entry year will be given, e.g. OB e1924.



MS MARGARET MASON-COX ARCHIVIST

Richard James Stringer MCINTYRE (1927–2015)

Richard James Stringer McIntyre (1938–44, no. 3442) was a valued member of the Hutchins family, active and successful as a student in public speaking, leadership activities and sport. As well as being a Prefect and member of the Literary and Debating Society Committee in 1944. He won the prize for Senior Orator and was awarded an honour badge for gaining First Colours in swimming, rowing and football. During his school career he was also a valued member of the Hutchins Scout Troop and Cadet Unit. Richard continued his service to the School for a number of years by rowing for the Old Boys' crew, which won its race against other Old Boys' crews for three years in a row, 1945–47.



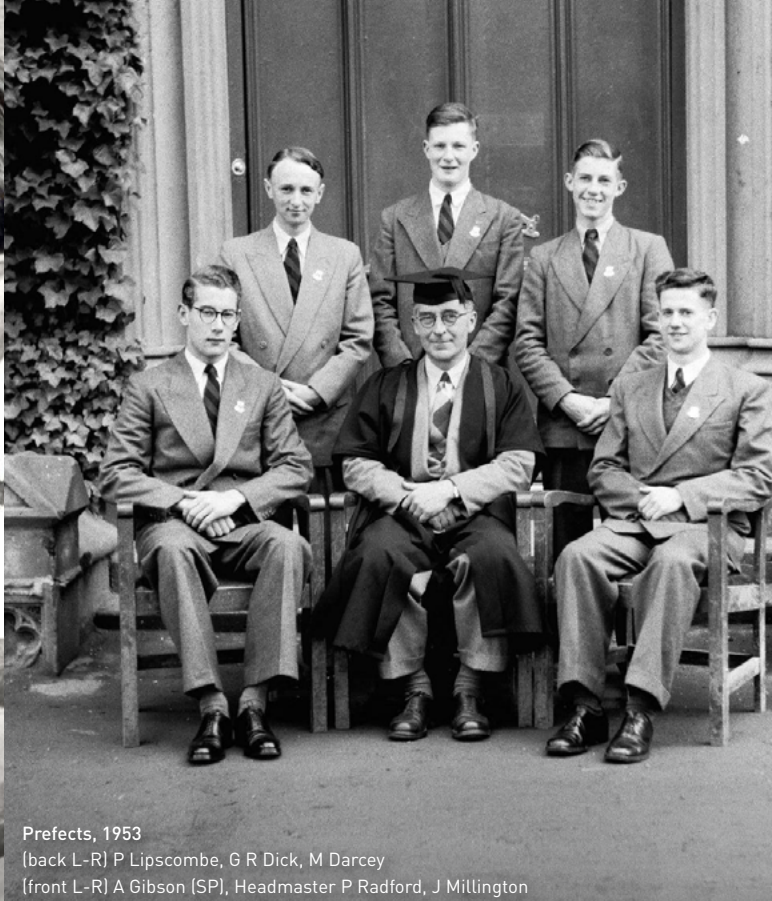
John Gordon DOCKER (1944–2015)

Dr John Gordon Docker (1954–61, no. 4395) represented Hutchins in both cricket and hockey and more than once was a finalist in school tennis championships. In his final year at Hutchins he was elected a Sub-Prefect, Captain of the First XI cricket team and Captain of Thorold House cricket team. John continued his cricket success after leaving school as a member of the Tasmanian Cricket Association Colts team, which he captained in 1965.

Above: **First XI, 1960**
(back L-R) J Dixon, P Doyle, O Pulfer
(front L-R) J Rogers (Capt), B Palfreyman, J Docker



Don Gonin in action, 1977



Prefects, 1953
 (back L-R) P Lipscombe, G R Dick, M Darcey
 (front L-R) A Gibson (SP), Headmaster P Radford, J Millington

Donald Wilcox GONINON (1929–2015)

Donald (Don) Wilcox Goninon joined the staff of Hutchins in 1973 as a founding teacher of Craft. He served for many years as Head of Technology, helping to develop and improve the status of that subject. Don was a generous contributor to inter-collegial relations and was highly respected among his pupils, including those in his Middle School year groups. He retired from Hutchins in 1990 to take on a business partnership with his wife, Marguerite, at the Shell Roadhouse at Westerway.

Adrian GIBSON OAM (1935–2015)

Adrian Gibson was one of only two Hutchins students known to have served as Captain of the School and Senior Prefect in successive years. He entered Hutchins in 1944, joining Stephens House becoming Junior House Captain and two years later Captain of the Junior School. A natural leader, he also served as a popular Form Captain of both Remove A and Fifth Form (Year 7 and Year 8), going on to lead his House in athletics, cross country, debating and drama before becoming Captain of School and Senior Prefect in 1952.

His service to the School included numerous terms on various committees, notably the Literary and Debating Society (Hon Sec) and the Dramatic Society (Hon Sec and Treasurer, also producer), as well as the Magazine (Sub-Editor), Sports and Library Committees.

As well as excelling in athletics and leading the School in cross country, Adrian gained first colours for representing the School in cricket and football and played tennis for his House. He was the first boy to win a Hutchins honour badge for gaining first colours in three different sports in the same year. His academic career was outstanding, from winning



First football team, 1953
 (A Gibson centre back row)



Adrian Gibson, 2000

Richard Peter FREEMAN OAM (1925–2015)

Dr (Richard) Peter Freeman OAM, RFD, RD attended Hutchins from 1931–42 and was active in academic, sporting and service fields. His leadership abilities were evident from the time of his appointment as Acting Captain of Buckland House while still in Junior School (1934). He went on to become a leader in the Scout Troop and quickly rose through the ranks of the senior Cadet Corps to become a Platoon Leader and Instructor. By the time of his appointment as Senior Prefect and Captain of the School in 1942 he was also a member of the Sports Committee, Honorary Secretary and Treasurer of the Literary and Debating Society and Vice-Captain of Buckland House. As Captain of Rowing he stroked the First IV which won Head of the River in 1942, also gaining second colours for football and representing the School in rifle-shooting competition.

A brilliant academic career had many highlights, among them winning the Prize for Dux of Junior School and the Parents' Prize for General Knowledge in 1935. A two-time winner of the Junior Newcastle Scholarship (1937–38), in 1939 he won the Senior Newcastle Scholarship and the F M Young Memorial Prize for Geography. His excellent examination results in both leaving years of 1941–42 and the award of the B L Brammall Prize for English in his final year coincided with noteworthy original contributions to the school magazine, membership of the school debating team and winning the Senior Orator Prize.

Peter Freeman studied medicine at Melbourne University and went on to have a distinguished career as an ear, nose and throat specialist. A Captain in Navy Reserve, he was involved in research into medical issues relating to divers suffering from ear conditions and in 2000 was awarded a Medal of the Order of Australia for his services to otolaryngology. 🇺🇦

the D H Harvey Scholarship in 1946 to the Crace-Calvert Memorial Scholarship (1948) and including the Stuart Essay Prize (1952), a Commonwealth Open Entrance Scholarship (1952), the Senior Hudspeth Essay Prize, the Gilchrist-Watt Scholarship and the prize for Senior Orator (1953). He went on to win the James Backhouse Walker Scholarship (for Latin) at the end of his first year of an Arts-Law degree at the University of Tasmania.

Admitted to the Bar in 1959, Adrian became a member of the Tasmanian Executive of the Federal Liberal Party in 1963 and the following year was elected MHR for Denison. After retiring from politics in 1969, he moved to Victoria where he established himself as a grazier (developing a prize-winning Poll Hereford stud herd) and served on various church and company boards and committees. Recognition for this, along with his major arts work on the Board of the Australian National Memorial Theatre from 1972 (Chairman 1978–2011) and his contribution to the Royal Agricultural Society of Victoria (which rewarded his twenty years of service with Life Membership in 1993) came with the award in 2014 of the Medal of the Order of Australia.

Adrian died in Melbourne on 30 April 2015.



1941 Head of the River Junior Crew winners
(L-R) P Abbott, R Freeman, D Baker, P Payne, R Chen

2015 Calendar Events

TERM 3

The Hutchins School Reunion Dinner
Saturday 1 August

The Hutchins School Anniversary Day
Monday 3 August

**Anniversary Lunch and HSOBA
Lions' Unveiling**
Wednesday 5 August

**The Hutchins School Parents'
Association Magenta & Black
Anniversary Cocktail Party**
Wednesday 5 August

**Hutchins Corporate Connections
Breakfast**
Friday 28 August

Junior School Grandparents' Day
Friday 4 September

Hutchins Arts Festival
7-11 September

Hutchins Art Prize Opening
Monday 7 September

Club Noir at Peacock Theatre
Tuesday 8 September

**Dance @ Hutchins at Peacock
Theatre**
Wednesday 9 September

MS Arts Expo at Peacock Theatre
Thursday 10 September

Jazz @ Hutchins
Friday 11 September

Prefects AFL Grand Final Breakfast
Friday 25 September

TERM 4

Hutchins Fair
Friday 16 October

Year 11/12 Theatre Performance
Wednesday 21 October

**Year 11/12 Theatre Performance
External Examination**
Thursday 22 October

Year 11/12 Art Exhibition
Friday 6 November

**The Hutchins School Parents'
Association Father & Son Bike Ride**
Sunday 8 November

HSOBA Ray Vincent Lunch
Friday 27 November

Hutchins Leavers' Dinner
Monday 30 November

Junior School Speech Night
Tuesday 1 December

Middle and Senior School Speech Night
Thursday 3 December

Communiqué is our fortnightly school newsletter

If you would like to subscribe or need to update your details please contact Rachel Lucas on (03) 6221 4311 or rachel.lucas@hutchins.tas.edu.au

The newsletter can also be accessed online at www.hutchins.tas.edu.au



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